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**SCHOTT FELLOWSHIP FOR EARLY CARE AND EDUCATION
IMMIGRATION PROJECT AND EDUCATION STUDY TOUR
NOVEMBER 2006—NOVEMBER 2007**

INTRODUCTION

The Schott Fellowship on Early Care and Education is interested in affecting policy change at all levels to better the quality of care and education young children receive in the state of Massachusetts. It is the goal of the Fellowship to support leaders, strengthening their skills, increasing their knowledge and facilitating networking opportunities that lead to lasting working relationships. The Fellowship seeks to organize a group of leaders well positioned to become *architects of change*.

Following these goals in November of 2006 the Schott Fellowship hired Marta T. Rosa of MTR Management Consulting Services to organize and develop the Immigration Project and Puerto Rico Educational Study Tour.

PURPOSE

As the immigrant population expands in Massachusetts, we find that the fastest growing (Asian) and largest number (Latino) of new residents have roots outside of the United States. While there is an emerging literature on Mexican Americans, most of the immigrants to Massachusetts are not of Mexican origin, but rather hail from Puerto Rico, Haiti, the Dominican Republic, Brazil and other countries. Anecdotal evidence suggests that many of the child care and education decisions about young children are made by relatives who spend all or part of their residence outside of the United States.

As part of its mission to create "*architects of change*" who are in the vanguard of policy issues for young children, Schott Fellows have a distinct history of attention to the needs of immigrant children, specifically, and children of color, generally. Fellows' policy projects, for example, have focused on cultural competence in workforce development, data needs and family support. "Community roundtables" have focused on issues including white privilege, social competence and workforce development in ways which have highlighted the importance of attention to diversity.

Three years ago, the Schott Fellowship in Early Care and Education began an alumni network. Alumni meet at least three times a year for focused training and support. In addition, alumni are included in the ongoing work of the Fellowship. The alumni response has been enthusiastic and visible. In the midst of much change within both, the Boston and Massachusetts environment for young children, alumni have continuously called for additional information and action around issues of cultural competence.

This Immigration Project and Educational Study Tour provided participants with the following:

- Focused attention on the unique issues, strengths and challenges of young children who are immigrants/migrants or the offspring of immigrants/migrants in Boston and Massachusetts;
- Hands-on experience with immigrant children/families in BOTH the Greater Boston area and with migrating children and families in San Juan, Puerto Rico as an example of the unique issues, strengths and challenges;
- Policy recommendations which would improve the quality of life for their children;
- Communication strategies to share the lessons learned in the immigrant study and to advance the policies that are articulated.

PROCESS

Designed as a year long project, the Immigration Project and Educational Study Tour took participants through an intense learning and sharing journey. Beginning in January 2007 when applications were designed and round table discussions organized the work focused on making sure participants had access to experts' representative of the target communities. Panel presenters in May and October 2007 reflected the diverse immigrant populations in the Commonwealth. Educational Study Tour participants responded to an application process that asked pointed questions about their interests and expertise working and interacting with immigrant and migrant populations of children and families.

Site visits to Greater Boston area programs visibly enhanced the participants learning, understanding and appreciation for dual language learners; recently arrived immigrant families; punitive immigration laws; the impact of the raid in New Bedford; and the assets as well as the challenges for families living in two worlds. The six day program in Puerto Rico further increased awareness of the political, economic, educational and social issues impacting the lives of families, educators and communities on the island. Site visits further confirmed the need to take a closer look at how we support a constantly migrating Puerto Rican community. Educational videos of historic events that have led to the political and social conflicts in Puerto Rico and the US mainland further expanded participants' perspectives.

This year long journey which ended with a participant debriefing session in November 2007; a press release and a public sharing of the lessons learned coupled with the identification of needed policy adjustments, has served as a beginning of an important dialogue in the Commonwealth and the island of Puerto Rico. It is our hope that those reading this report take on the responsibility of sharing their learning with others and begin their own journey to become architects of change, because children can not wait any longer.

ACTIVITIES

Four major activities were undertaken to accomplish the learning goals of the Immigration Project and Educational Study Tour including:

- Educational Roundtable Discussions;
- Greater Boston Site Visits to Bilingual Programs;
- Viewing of Two Educational Videos and
- The Puerto Rico Educational Study Tour

(1) EDUCATIONAL ROUND TABLE DISCUSSIONS

Educational Round Table Discussions were held in efforts to deepen participants' understanding of the experiences of immigrant and Puerto Rican children residing in Massachusetts and Puerto Rico. The two roundtables were attended by 185 people including early childhood educators, policymakers, family workers, higher education representatives and advocates.

May 2, 2007 Round Table Discussion: "Imagine a World Where All Immigrant Children Succeed"

A small group from the Class of 2007 Schott Fellows joined forces with MTR Consulting Services to organize a round table discussion titled "*Imagine a State Where All Immigrant Children Succeed*" in May 2007. Attended by approximately 100 participants including policy makers, researchers, educators, early education and care professionals, advocates and community leaders interacted with expert leaders from immigrant groups including Haitian, Latino and Asian. The Roundtable served as an opportunity to consider the issues facing young immigrant children in Massachusetts. According to Kids Count, "in 2005 one out of five US children is living in an immigrant family. If current immigration levels continue, children in immigrant families will constitute 30 percent of the nation's school population in 2015." Nearly 22% of all children living in Massachusetts today are immigrants.

Expert speakers included: Dr. Miren Uriarte, Director and Researcher, Mauricio Gaston Institute @ UMass Boston; Reverend Chen Imm Tang, Director, Office of New Bostonians; Dr. Alix Contave, Associate Director, The Trotter Institute @ UMass Boston; Dr. Maria Elena Letona, Executive Director, Centro Presente; Ms. Hanna Gebretensae, Technical Assistant Specialist, Region I Head Start

The roundtable discussion addressed the following four questions:

- Who are the immigrant children in Massachusetts?
- What policies support the well being of immigrant children?
- How can Massachusetts better serve immigrant children?
- What can we learn from other states and their policies with respect to immigrant children?

Led by Schott Fellows small group discussions were summarized in a policy brief widely disseminated to policymakers and others. Key policy recommendations include, providing families with real choices; ease access to information; and engage community based organizations.

October 1, 2007 Round Table Discussion: "The Puerto Rican Experience: Understanding Latino Children/Families in the Commonwealth"

Participants gathered to jointly explore the experiences of Puerto Rican children and families in Massachusetts; to discuss the academic, social and economic assets and needs of children who migrate from Puerto Rico; and to explore how to best support the growth and development of children who live and learn in two worlds.

Expert speakers included:

- Vanessa Calderon, Chief Executive Officer of Inquilinos Boricuas en Accion (IBA)
- Miren Uriarte, Founding Director and Researcher for the UMASS Gaston Institute
- Margarita Muniz, Principal of Rafael Hernandez
- Jeannette Collazo, Executive Director of Alianza Hispana

Experts discussed and shared their perspectives on the following core questions:

- Why Puerto Rican children are failing?
- How do we improve the quality of life for Puerto Rican children and families?
- What is the impact of constant migration?
- How do we best support children who live in two worlds?

Participants received a good overview of the history, the data, the issues and the problematic policy implications of education policies. Puerto Rican children and families as US citizens travel often between the mainland and Puerto Rico a situation that has large implications on the success or lack of success on the academic and social development of Puerto Rican children who lag behind their peers in MCAS scores, graduation rates and other socio-economic factors. One of the biggest concerns shared across experts were issues surrounding: children's language development and self identity; the impact of a strong family connection that is often strained by distance; health concerns in the adults including diabetes and depression; and a long history of political strife and oppression whose consequences continue to exist today.

The discussants and experts made the following observations: the state policy needs to better support children who live and learn in two worlds; educators need to better support language development and ensure that children are proficient in English as well as their native language when it is the first language; one of the key responsibilities of the education system and communities is to help develop strong sense of identity and self esteem; the strength of family connections ought to be acknowledged as a strength and respected.

(2) GREATER BOSTON SITE VISITS

As part of the Immigration Project and Educational Study Tour participants conducted site visits within the Greater Boston area to four linguistically diverse, immigrant/migrant serving early education and care programs including ACORN, The Haitian Multi-Service Coalition, Escuelita Borinken at Inquilinos Boricuas en Accion (IBA) and the Rafael Hernandez Two Way Bilingual School.

Acorn Center for Early Education and Care (Center Based)

Opened in 1972, Acorn was the first bilingual (Chinese-English) child care program in Massachusetts. Today, children of all backgrounds and cultures participate in creative and developmental learning through songs, stories, role-play, and hands-on activities. Licensed by the Massachusetts Department of Early Education and Care (DEEC), and accredited by the National Association for the Education of Young Children (NAEYC), Acorn serves 81 children ages 15 months through 5 years old in five bright classrooms stocked with age and developmentally appropriate activities. The program is open full day, year round, and a nutritious breakfast and lunch is served in addition to a daily snack. Each classroom has two full-time

teachers, one English speaking and one Chinese speaking, and all class activities are conducted in both Chinese and English.

Haitian Multi-Service Center

Established by local Haitian community leaders, the Haitian Multi-Service Center (HMSC) began in 1978 with a single service, English as a Second Language for recent Haitian immigrants. In 1984, the HMSC became a community service center of Catholic Charities, Archdiocese of Boston. Now located in the Catholic Charities Yawkey Center in Dorchester, the goal of the HMSC is to prepare and assist immigrants in their quest for social and economic self-sufficiency in the United States. The center promotes community development through a “Haitians-serving-Haitians” model in a culturally and linguistically familiar environment. Approximately 4,500 individuals and families are served by the HMSC each year mostly from Dorchester, Mattapan, Roxbury, Hyde Park, Jamaica Plain, as well as Cambridge, Somerville, and other neighborhoods outside of greater Boston.

Rafael Hernandez Two Way Bilingual School

The Rafael Hernandez Two-Way Bilingual School is committed to working with parents and the community within a diverse, nurturing environment in which students use Spanish and English as constructive tools for learning. We believe students, teachers and parents should work cooperatively to set and achieve goals that maximize each student's potential, and that develop courageous learners, effective communicators, and responsible citizens. It was founded in the 1970's, when many Puerto Ricans were migrating to Boston. At that time, no school was equipped to handle the special needs of children whose first language was not English. In response to this need, community activists petitioned the school committee to establish a school where Latino students' educational needs could be met.

Inquilinos Boricuas en Acción (IBA) and Escuelita Borikén

In 1968, a group of predominately Puerto Rican community activists successfully stared down the bulldozers of urban renewal and organized to gain control over the development of their neighborhood-- a seminal moment in the history of affordable housing, civil rights and community organizing in the city of Boston. Today, Villa Victoria, the 435 unit housing community of 3,000 multicultural residents that they developed, remains an affordable housing oasis in Boston's gentrified and affluent South End neighborhood, because of the efforts of Inquilinos Boricuas en Acción (IBA)

Escuelita Borikén

Escuelita Borikén is a quality multicultural and bilingual pre-school program servicing 80 children in Villa Victoria and the surrounding South End community. Escuelita provides an education that fosters the physical, social, linguistic, cultural, and cognitive development of children in a challenging but self-affirming environment that is fun for young children and their families. Escuelita is licensed by the Massachusetts Department of Early Education and Care and is accredited by the National Association for the Education of Young Children (NAEYC). Leveraging key partnerships with Child Care Choices of Boston and the South End Community Health Center, Escuelita provides mental health services to enrolled children. Through a partnership with the JUMPSTART program, Escuelita provides pre-school students with 1:1 social and literacy skills development mentorship from college students.

SITE VISIT LEARNINGS

All programs struggle to access the needed financial resources with which to meet the diverse needs of families and children in the areas of language development, acculturation, policy understanding, family engagement and social emotional development.

All programs face the challenge of the impact of the UNZ Initiative and the English Only movement which aims at eliminating bilingual education. Question 2 which was voted in by Massachusetts voters several years ago changed the education landscape, eliminating bilingual education; today we are not certain of the impact the dismantling of bilingual education has had on dual language learners.

All programs have found creative, culturally appropriate ways to engage families in their children's learning and development; all families face the challenge of time, knowledge and resources.

All programs display children's immediate and extended family members with pictures taken at school activities and family portraits; all programs are inclusive of families in their programming bringing them in for conferences, activities, parent training sessions, holiday celebrations etc.

(3) EDUCATIONAL VIDEOS

Prior to flying to Puerto Rico, as part of orientation, participants watched *Mi Puerto Rico*, (My Puerto Rico) an educational video produced by Raquel Ortiz which depicts the history of Puerto Rico including its social, economic and political struggles. *Mi Puerto Rico* discusses the experiences of a Puerto Rican woman who is born on the island, her family moves her to the Bronx in New York and as an adult she wants to learn more about her culture and roots so she begins a learning journey through this documentary titled, *Mi Puerto Rico*.

The video moved us as it explained historical facts: Puerto Rico was a possession/colony of Spain until it became a colony of the United States in 1898 after the Spanish-American War. US citizenship for Puerto Ricans came under the Jones Act of 1917 and as a result after the Jones Act the US began recruitment of Puerto Rican soldiers to fight in World War II. This act gave Puerto Ricans the ability to migrate between the US and the island. During the 1950's Puerto Rico was given the status of Commonwealth, a territory of the US which affords Puerto Rican's certain privileges yet maintains total US control of the island's economy. Puerto Ricans living on the island can not vote for the US president and do not have voting representatives in Congress. As a Commonwealth Puerto Rico (Estado Libre Asociado) does not pay federal taxes, hence they are not eligible for full US benefits including welfare, education, social security, health care etc. Partial benefits such as food stamps are available to people on the island.

Today, because of the extensive migration since the 1900's, the population of Puerto Ricans on the mainland is equal to the population of the island approximately 4 million. Puerto Ricans come from a multi-racial and multi-cultural background, including Taino indigenous people on the island, Spaniards, European and African influence. Because of a century of mingling of the

diverse populations, along with isolation on the island, a single people, Puerto Ricans, with a single language, Spanish, was formed.

The Puerto Rican community has strong family values, which promote a positive outlook on life, education, and interpersonal connections. Puerto Ricans are generally viewed as hard workers with a family focus. Puerto Ricans exhibit close cohesive cultural relationships; through families and their churches, they provide support when it is needed beyond what their own immediate family can provide. Spanish is the preferred language for use on the island. However, English is used by some frequently, particularly in San Juan and its surrounding metro neighborhoods. On the Puerto Rico educational study tour we noted that islanders, generally those in service positions, tended to speak and know only Spanish.

Parents expect obedience from children and instruct them to have respect for family and community. The parents themselves teach their children to support local activities, political and religious communities. Puerto Ricans remain torn about the island's future. Many support statehood while others continue to support a move towards full independence and yet others wish that the status quo is maintained. These political divisions within the Puerto Rican people remain as strong today as they were in the 50's, 60's and 70's when (*independentistas*) activists stormed into the US White House demanding independence for Puerto Rico. Language, culture, politics, social and economic struggle remain constant in Puerto Rico. Poverty levels remain high; school desertion is a concern; employment and health continue to be challenging issues.

While in Puerto Rico, in route to a site visit the group viewed La Operacion, (The Operation) a video which depicts the sterilization of over two thirds of the island of Puerto Rico's women in the late 60's and 70's. The US government concerned that Puerto Rican families were large and the poverty high funded efforts to control the population. One such effort to control population growth was a US government program implemented to promote the sterilization of women across the island. Door to door campaigns and municipality led initiatives moved hundreds of women to participate in the sterilization program later called by the community *La Operacion*. In addition, the very first birth control pills created were tested on Puerto Rican women. According to women who underwent these treatments, very little or no education was given to them at the time.

La Operacion video discusses the reasons why Puerto Rican women agreed to the operation. It was told to them that it was economically and socially advantageous for them to have fewer children. A promotion campaign inclusive of government sponsored home visits, posters, and ads urged women to take advantage of La Operacion and to fulfill the dream of the perfect family size-- two children. Many of the women interviewed on the video did not understand that *la operacion* was permanent; some talked about wanting more children and later finding out they could not have them. Some cried. Many of the women that were given birth control pills through the experimental phase suffered side effects. In Caguas, the mayor expressed great pride over having worked with the US government and single-handedly achieved *la operacion* of over 20,000 women. Doctors across the island received government support to implement the population control program.

These videos gave the participants a good historical context for their work ahead. This history which is not taught in the public schools here or in Puerto Rico came as a surprise to many of us. The impact of 500 years of colonialism; the struggle for identity; the difference that having US citizenship makes and the conflict of language is but a few of the issues to be explored and addressed. Will Puerto Rico vote to become the 51st state or will it become an independent nation? Moreover, can the Puerto Rican economy support the island becoming independent? What impact will statehood have on the residents of Puerto Rico? And if the status quo remains-Commonwealth-how will Puerto Ricans resolve the language, identity, political, social and economic ills that have challenged them for generations? These and many other similar questions hold Puerto Ricans both on the island and in the US captive. The new generations of Puerto Ricans explore these issues and attempt to find answers to these difficult questions as did their ancestors.

(4) EDUCATIONAL STUDY TOUR

ELEMENTS OF A SUCCESSFUL EDUCATIONAL STUDY TOUR

Planning/Outreach/Fundraising

Planning for the Puerto Rico Educational Study Tour began in April 2007; applications, outreach materials and announcements were developed and disseminated widely via the Schott Fellowship networks as well as community based agencies and the early childhood field at large. Twelve participants applied and were accepted; two had to drop out due to family emergencies.

A proposal was written to the Boston Foundation Vision Fund to support the goals of the project; funding was denied. Calls were also made to several local foundations all of which declined consideration of funding for the project. Participants paid their travel costs to Puerto Rico, and program costs were subsidized by the Fellowship. Our Puerto Rico hosts, Cambridge College Puerto Rico Regional Center and the Asociacion de Maestros (Teachers Association) offset the cost of meals, translation equipment, and speakers. The project planning costs were supported in part by the Schott Fellowship alumni program, the grant received and with the volunteer hours donated by the organizers.

This was a challenging project to fundraise for; funders were not able to grasp the importance of the difference in the issues facing Puerto Rican children and why an educational study tour was necessary.

A Team Approach/Identifying Partners

The study tour to Puerto Rico would not have been possible without the coming together of the following collaborators:

- Cambridge College Puerto Rico Regional Center
- Asociacion de Maestros (Teachers Association)

A Comprehensive Program

- Orientation: Participants attended two orientation sessions in preparation for the Puerto Rico study tour

- Educational Forums: Participants were asked to attend the two educational round tables here in Massachusetts and an educational forum in Puerto Rico.
- Site Visits: Participants attended two out of four site visits here in the Greater Boston area and six in Puerto Rico.
- Educational Videos: To enrich the historical perspective and frame the context of the discussion two educational videos were viewed by the participants, *Mi Puerto Rico* and *La Operacion*.

THE PUERTO RICO STUDY TOUR TIMELINE

Group arrives in Puerto Rico Saturday, October 12, 2007

Day One: Participants attend the APENET Early Education Conference

1. Conversations with Luis Hernandez and Gloria de Llovio
2. Welcome Dinner sponsored by Cambridge College Puerto Rico Regional Center

Day Two: Getting to know Puerto Rico/Individual time

Day Three: Educational Forum at Cambridge College

Participants enjoyed learning about the history of Puerto Rico; its educational policies and its people. This session set the context for the rest of the study tour. Dinner and discussion sponsored by the Teacher's Association

Day Four: Site Visits Begin

1. Head Start/Early Head Start, Caguas, a rich environment full of loving, caring adults. An interactive environment
2. Museo del Nino Puerto Rico (Children's Museum), San Juan, built over twenty years ago, the museum houses creative activities in science, math and literacy. Art and music are also part of the work of the museum. The museum receives visitors constantly, mostly families.

Day Five: Site Visits Continue

3. The School of San Juan, Municipality run school, similar to charter school. A model program developed by the municipality as a public private institution with a Board. Parents have to apply; children have to take an entrance exam. Spanish is spoken to the preschoolers but English immersion takes place in Kindergarten. Now serving preschool age children to second grade there are plans to build a grade three to six. Funding for this school is 10,000.00 per child; very different from the 4,000.00 per child allocation used for public schools. There are two degreed teachers in every classroom; state of the art technology, language labs, arts and music. Teacher salaries are better than in the public schools.
4. DASKALO, San Juan, Private School, A private school started by an academic, Dr. Cartagena, who for a short time served as the Puerto Rico Secretary of Education. The philosophy is family oriented; English is taught during a specific period of the day. Children who enroll in kindergarten remain in the school

through graduation from eighth grade. Plans are in discussion for starting a high school at the request of the parents. Parents pay privately; every child is afforded a lap top to take home; teacher turnover is not a problem; the meals are family style and there is a hot meal provided in the cafeteria.

Day Six: Conversation with the University of Puerto Rico

5. University of Puerto Rico, Rio Piedras

- Conversation with School of Education Dean, Dr. Angeles
- Visit to The School of Education's Preschool Program
- Visit to The School of Education's Maternal Program
- Overview of the public school system
- Tour of the Campus
- Visit to Taino Museum and the Faculty Senate

Additional Conversations

1. Sapiensis, Nonprofit organization
2. APENET, Association for the Education of Young Children in Puerto Rico
3. Puerto Rico Teachers Association
4. Cambridge College Puerto Rico Regional Center

THEMES AND ISSUES IDENTIFIED

The impact of 500 years of colonialism

Political, economic and social struggles and divisions

The people: warm, friendly, hospitable, joyous

An educational system in crises

- language development,
- resource poor island,
- beginning of English immersion,
- growth of private schools,
- beginning of charter/pilot school concept

Regional differences: language, economic and educational status, class, income

A country divided by its politics, language, economy

Identity crises caused by years of oppression and colonialism

- Children never learn Puerto Rico's history-in the public schools they only teach about Puerto Rico until the US took over 1849; from then on children are taught US history
- Puerto Rico has congressional representatives that can not vote in Congress
- The island does not pay federal taxes
- US policies apply to most of the social, economic, and educational policies of Puerto Rico
- Puerto Rico can not import and export any goods except with the US
- Puerto Rico is not eligible to vote for US President
- Some Puerto Ricans support independence; others support statehood; others support the status quo

High level of Poverty

- underground economy
- large percent of the population is on food stamps
- not all US benefits are extended to Puerto Rico

Low wages (per month)

- Teachers \$1,500-2,500
- Police \$2,250
- Service Industry 1,000

High level of higher education attainment in early education and care

- Every teacher has her/his BA and some have Masters
- Few men in the classrooms
- Cost per credit makes higher education very accessible (20.00 per credit)
- Many higher education options within private and public institutions
- The pharmaceutical companies are the largest industry on the island therefore colleges cater to this industry with education and training programs

Need to further develop leaders who can organized for change

Public schools are under funded, when a teacher is absent for illness and/or other reason the children may get sent home for the day or days; this situation causes parents to opt to send their children to private schools that may also be struggling for funds, staff and facilities.

There continues to be migration to the US in large numbers in search for better opportunities. US recruits workers in Puerto Rico, while on the island we witnessed the Texas Police Department recruiting Puerto Ricans; schools are also beginning to recruit teachers.

Overall Lessons Learned from All Experiences

- Ongoing professional development is necessary even when the teachers are highly educated; developmentally appropriate practice has to remain a goal.
- Dual language learners need the proper cultural and linguistic supports to excel in the state; the child's first language provides the foundation for building vocabulary and introduction of new languages.
- The concept of 'strong, respectful family connections' throughout immigrant and the Puerto Rican community has to be at the core of all of the work we do with children. Communication with families, family involvement and genuine engagement between home and school are key components for consideration in all that is planned for children.
- The issues of compensation in the early childhood field cut across all groups equally.
- There is consensus that a generation is growing up learning an emerging language, '*spanglish*.' How '*spanglish*' impacts the success of particularly Puerto Rican children in our school system is of great concern.

POLICY ISSUES AND RECOMMENDATIONS

Policy Issue: Language Development

Recommendation: The Governor ought to convene a group of educators, community members and researchers to discuss a strategy for further supporting language development and acquisition of a second language for dual language learners. Our fast emergent global society calls for embracing of multilingualism.

Policy Issue: Family Support

Recommendation: Schools and all Early Education settings ought to adopt a family support approach to working with children and families. Programs such as the Parent Services Project

(PSP) model in California which has developed strategies for honoring family and community within the classroom setting ought to be explored.

Policy Issue: Education and Compensation

Recommendation: Schools and Early Education settings that serve large numbers of immigrant/migrant children and dual language learners ought to receive additional funding for engaging families appropriately in their home language and for providing the necessary tools the children need to succeed.

Policy Issue: Curriculum

Recommendation: Curriculum ought to more authentically acknowledge the child's culture, history and traditions so as to support a child's self identity and self esteem, social/emotional development and language. All curriculum development efforts must be grounded in the relevant culture, language and community context.

Quotes:

“It was instructive to travel this distance and find early care and education leaders engaged in some of the identical struggles we’ve been navigating here in Massachusetts.” --W. Hagan

“It is clear to me now that if teachers are not trained to be culturally sensitive, they fail as educators.” ---Nida Wright

“La ‘familia’ or family was so important to Puerto Ricans and that was evident in many of the schools and programs that we visited. It is my hope that we, as educators, can take the positive things we saw and felt and model those methods and practices in our school systems.” ----Carol Nolan